

WRITING CONTENT	
High School	
WR-HS-1.1.00 Purpose/Audience: Students will establish and maintain a focused purpose to communicate with an authentic audience by	<ul style="list-style-type: none"> • Narrowing the topic to present an idea or theme • Choosing a perspective genuine to the writer • Analyzing and addressing the needs of the intended audience • Adhering to the characteristics of the form • Applying a suitable tone • Allowing voice to emerge when appropriate
DOK 4	
<i>WR-HS-1.1.01</i> <i>In Reflective Writing,</i>	<ul style="list-style-type: none"> • Students will evaluate personal progress toward meeting goals in literacy skills • Students will analyze needs of the intended audience • Students will sustain suitable tone or appropriate voice
<i>WR-HS-1.1.02</i> <i>In Personal Expressive Writing,</i>	<ul style="list-style-type: none"> • Students will communicate the significance of the writer's life experience by narrating about life events, relationships, or central ideas • Students will apply the characteristics of the selected form (e.g., personal narrative, personal memoir, personal essay) • Students will sustain point of view • Students will sustain a suitable tone or appropriate voice
<i>In Literary Writing,</i>	<ul style="list-style-type: none"> • Students will communicate to an audience about the human condition by painting a picture, recreating a feeling, telling a story, capturing a moment, evoking an image, or showing an extraordinary perception of the ordinary • Students will apply characteristics of the selected form (e.g., short story, play/script, poem) • Students will sustain point of view • Students will sustain a suitable tone or appropriate voice • Students will apply a fictional perspective in literary writing when appropriate

(i.e.- only assessed items)

(e.g.- suggestions not a comprehensive list)

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<p>WR-HS-1.1.03 <i>In Transactive Writing,</i></p> <ul style="list-style-type: none"> • <i>Students will communicate as an informed writer to provide new insight through informing, persuading or analyzing</i> • <i>Students will develop an effective angle to achieve a justifiable purpose</i> • <i>Students will justify what the reader should know, do, or believe as a result of reading the piece</i> • <i>Students will apply characteristics of the selected form (e.g., letter, feature article, editorial, speech, analytical lab report, historical journal article, literary analysis) for an intentional effect</i> • <i>Students will sustain a suitable tone</i> • <i>Students will allow voice to emerge when appropriate</i>
<p>WR-HS-1.2.00 Idea Development/Support: Students will support main ideas and deepen the audience's understanding of purpose by</p> <ul style="list-style-type: none"> • Developing logical, justified, and suitable explanations • Developing relevant elaboration • Explaining related connections or reflections • Applying idea development strategies appropriate for the form <p>DOK 4</p>
<p>WR-HS-1.2.01 <i>In Reflective Writing,</i></p> <ul style="list-style-type: none"> • <i>Students will describe own literacy skills, strategies, or processes</i> • <i>Students will analyze own decisions</i> • <i>Students will evaluate own strengths and areas for growth</i> • <i>Students will support claims about self</i>
<p>WR-HS-1.2.02 <i>In Personal Expressive/Literary Writing,</i></p> <ul style="list-style-type: none"> • <i>Students will communicate theme/main idea through use of literary elements appropriate to the genre:</i> <ul style="list-style-type: none"> - <i>Students will develop characters (fictional/non-fictional) through emotions, actions, reactions, descriptions, thoughts, or dialogue when appropriate</i> - <i>Students will develop plot/story line appropriate to the form</i> • <i>Students will develop an appropriate setting, mood, scene, image, or feeling</i> • <i>Students will incorporate literary or poetic devices (e.g., simile, metaphor, personification) for an intentional effect</i> • <i>Students will incorporate reflection and insight</i>

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<p><i>WR-HS-1.2.03</i> <i>In Transactive Writing,</i></p> <ul style="list-style-type: none"> • <i>Students will communicate relevant information to clarify and justify a specific purpose</i> • <i>Students will develop a deliberate angle with support (e.g., facts, examples, reasons, comparisons, diagrams, charts, other visuals)</i> • <i>Students will develop explanations to support the writer's purpose</i> • <i>Students will synthesize research to support ideas</i> • <i>Students will incorporate persuasive techniques(e.g, expert opinion, repetition, rhetorical question, logical/emotional/ethical appeal, allusion)or propaganda techniques(e.g., testimonial, bandwagon, personal attacks) when appropriate</i>
<p>WRITING STRUCTURE</p>
<p>WR-HS-2.3.00 Organization: Students will create unity and coherence to accomplish the focused purpose by</p> <ul style="list-style-type: none"> • Engaging the audience • Establishing a context for reading when appropriate • Communicating ideas and support in a meaningful order • Applying transitions and transitional elements to guide the reader through the piece • Developing effective closure <p>DOK 3</p>
<p><i>WR-HS-2.3.01</i> <i>In Reflective Writing,</i></p> <ul style="list-style-type: none"> • <i>Students will engage the interest of the reader</i> • <i>Students will establish a context for the reader</i> • <i>Students will communicate ideas and details in a logical, meaningful order</i> • <i>Students will apply the acceptable format of the genre</i> • <i>Students will apply a variety of transitions or transitional elements between ideas and details to guide the reader</i> • <i>Students will apply paragraphing effectively</i> • <i>Students will create conclusions effectively</i>
<p><i>WR-HS-2.3.02</i> <i>In Personal Expressive/Literary Writing,</i></p> <ul style="list-style-type: none"> • <i>Students will engage the interest of the reader</i> • <i>Students will communicate ideas and details in meaningful order</i> • <i>Students will apply organizational devices (e.g., foreshadowing, flashback) when appropriate</i> • <i>Students will apply a variety of transitions or transitional elements between ideas and details to guide the reader</i> • <i>Students will apply paragraphing effectively</i> • <i>Students will arrange poetic stanzas in a way that enhances the meaning through the use of white space, line breaks, and shape</i> • <i>Students will create conclusions effectively</i>

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<p><i>WR-HS-2.3.03</i> <i>In Transactive Writing,</i></p> <ul style="list-style-type: none"> • <i>Students will establish a context for reading</i> • <i>Students will apply the accepted format of the genre</i> • <i>Students will develop an appropriate text structure (e.g., cause/effect, problem/solution, question/answer, comparison/contrast, description, sequence) to achieve purpose</i> • <i>Students will arrange ideas and details in a logical, meaningful order by using a variety of transitions or transitional elements between ideas and details to guide the reader</i> • <i>Students will apply paragraphing effectively</i> • <i>Students will incorporate text features (e.g., subheadings, bullets, fonts, white space, layout, charts, diagrams, labels, pictures, captions) when appropriate</i> • <i>Students will create conclusions effectively</i>
<p>WR-HS-2.4.00 Sentence Structure: Students will create effective sentences by</p> <ul style="list-style-type: none"> • Applying a variety of structures and lengths • Maintaining parallel structure • Developing complete and correct sentences unless using unconventional structures for an intentional effect when appropriate <p>DOK 3</p>
<p><i>WR-HS-2.4.01</i> <i>In Reflective Writing,</i></p> <ul style="list-style-type: none"> • <i>Students will develop sentences of various structures and lengths for effect</i> • <i>Students will maintain parallel structure</i> • <i>Students will develop complete sentences or apply unconventional structures for an intentional effect when appropriate</i>
<p><i>WR-HS-2.4.02</i> <i>In Personal Expressive/Literary Writing,</i></p> <ul style="list-style-type: none"> • <i>Students will develop sentences of various structures and lengths for effect</i> • <i>Students will maintain parallel structure</i> • <i>Students will develop complete sentences or apply unconventional structures for an intentional effect when appropriate</i> • <i>Students will arrange poetic language in a meaningful order</i> • <i>Students will apply poetic line breaks effectively</i>
<p><i>WR-HS-2.4.03</i> <i>In Transactive Writing,</i></p> <ul style="list-style-type: none"> • <i>Students will develop complete, concise sentences or apply unconventional structures for an intentional effect when appropriate</i> • <i>Students will maintain parallel structure</i>

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WRITING CONVENTIONS
<p>WR-HS-3.5.00 Language: Students will exemplify effective language choices by</p> <ul style="list-style-type: none"> • Applying correct grammar and usage • Applying concise use of language • Incorporating strong verbs, precise nouns, concrete details, and sensory details • Applying language appropriate to the content, purpose, and audience <p>DOK 2</p>
<p><i>WR-HS-3.5.01</i> <i>In Reflective Writing,</i></p> <ul style="list-style-type: none"> • <i>Students will adhere to standard guidelines for grammar and usage or apply nonstandard for an intentional effect</i> • <i>Students will apply language concisely</i> • <i>Students will incorporate language appropriate to the content, purpose, and audience</i>
<p><i>WR-HS-3.5.02</i> <i>In Personal Expressive/Literary Writing,</i></p> <ul style="list-style-type: none"> • <i>Students will adhere to standard guidelines for grammar and usage or apply nonstandard for an intentional effect</i> • <i>Students will incorporate language based on economy, precision, richness, or impact on the reader</i> • <i>Students will develop ideas through descriptive or figurative language</i>
<p><i>WR-HS-3.5.03</i> <i>In Transactive Writing,</i></p> <ul style="list-style-type: none"> • <i>Students will adhere to standard guidelines for grammar and usage</i> • <i>Students will apply precise word choice</i> • <i>Students will incorporate the specialized vocabulary of the discipline/content appropriate to the purpose and audience</i>
<p>WR-HS-3.6.00 Correctness: Students will communicate clearly by</p> <ul style="list-style-type: none"> • Applying correct spelling • Applying correct punctuation • Applying correct capitalization • Incorporating acceptable departure from standard correctness to enhance meaning when appropriate • Incorporating appropriate documentation of ideas and information from outside sources (e.g., citing authors or titles within the text, listing sources) <p>DOK 2</p>

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WRITING PROCESS	
WR-HS-4.7.00 <i>Inviting Writing</i>	<ul style="list-style-type: none"> • <i>Selecting/Narrowing a topic</i> • <i>Connecting to content knowledge</i> • <i>Creating a connection to prior learning</i> • <i>Creating an opportunity for authentic connection to student</i>
WR-HS-4.8.00 <i>Prewriting</i>	<ul style="list-style-type: none"> • <i>Establishing a purpose and central/controlling idea or focus</i> • <i>Identifying and analyzing the audience</i> • <i>Determining the most appropriate form to meet the needs of purpose and audience</i> • <i>Generating ideas – mapping, webbing, note taking, interviewing, researching, and other writing-to-learn activities</i> • <i>Organizing ideas – consider other models of good writing, appropriate text structures to match purpose, various ways to organize information, etc.</i>
WR-HS-4.9.00 <i>Drafting</i>	<ul style="list-style-type: none"> • <i>Writing draft(s) for an intended audience</i> • <i>Developing topic, elaborating, exploring sentence variety and language use</i>
WR-HS-4.10.00 <i>Revising</i> <i>(Content/Ideas)</i>	<ul style="list-style-type: none"> • <i>Reflecting to determine where to add, delete, rearrange, define/redefine, or elaborate content by conferencing with self, teacher, peer(s)</i> • <i>Checking for accuracy of content</i> • <i>Considering voice, tone, style, intended audience, coherence, transitions, pacing</i> • <i>Comparing with rubric criteria and benchmark papers/models</i> • <i>Considering effectiveness of language usage and sentences to communicate ideas</i>

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<p><i>Revising Skills</i> <i>WR-HS-4.10.00</i></p>	<p><i>Idea Development</i></p> <ul style="list-style-type: none"> • <i>Students will narrow topic for selected writing</i> • <i>Students will compose a topic sentence of a paragraph that is purposefully placed to enhance reader awareness</i> • <i>Students will select appropriate supporting details relevant to a specific writing category (e.g., dialogue, predictions, findings from research, needed definitions, causes and effects, comparisons, contrasts, reference to concepts)</i> • <i>Students will delete extraneous/irrelevant materials</i> <p><i>Organization</i></p> <ul style="list-style-type: none"> • <i>Students will correct sentences that are out of chronological/sequential order or insert new sentences in the correct chronological/sequential position</i> • <i>Students will compose effective and subtle transitions</i> • <i>Students will develop effective introductions and closures for writing</i> • <i>Students will apply appropriate usage of parallelism (e.g. word forms, lists, phrases, clauses, sentences, organization, idea development)</i> <p><i>Word Choice</i></p> <ul style="list-style-type: none"> • <i>Students will eliminate redundant words and phrases</i> • <i>Students will apply the most specific word for use in a sentence</i>
<p><i>WR-HS-4.11.00</i> <i>Editing</i> <i>(Conventions and Mechanics)</i></p>	<ul style="list-style-type: none"> • <i>Checking for correctness with self, teacher, or peer(s)</i> <ul style="list-style-type: none"> • <i>Language usage</i> • <i>Sentence structure</i> • <i>Spelling</i> • <i>Capitalization</i> • <i>Punctuation</i> • <i>Documentation of sources</i> • <i>Using resources to support editing (e.g., spellcheck, dictionaries, thesauri, handbooks)</i>

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<i>Editing Skills</i> <i>WR-HS-4.11.00</i>	<i>Language Usage</i> <ul style="list-style-type: none"> • <i>Students will apply knowledge of subject/verb agreement with both singular and plural subjects</i> • <i>Students will apply knowledge of present, past and future tenses</i> • <i>Students will apply knowledge of comparative and superlative forms of adjectives and adverbs</i> • <i>Students will apply knowledge of special problems in usage, (i.e., a, an, to, two, too, their, there, and they're) and pronoun reference with subjective</i>
	<i>Sentence Structure</i> <ul style="list-style-type: none"> • <i>Students will correct sentences that are run-ons or awkward</i> • <i>Students will correct sentence fragments</i> • <i>Students will combine short choppy sentences effectively</i>
	<i>Spelling</i> <ul style="list-style-type: none"> • <i>Students will apply knowledge of spelling patterns, generalizations, and rules to commonly used words</i> • <i>Students will apply knowledge of spelling patterns, generalizations, and rules to plural forms of words</i> • <i>Students will apply knowledge of spelling patterns, generalizations, and rules to contractions</i> • <i>Students will apply knowledge of spelling patterns, generalizations and rules to change verb endings</i>
	<i>Capitalization</i> <ul style="list-style-type: none"> • <i>Students will capitalize proper noun, days, months</i> • <i>Students will capitalize the beginning of sentences</i> • <i>Students will capitalize the pronoun "I"</i> • <i>Students will capitalize proper adjectives</i>

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	<p><i>Punctuation</i></p> <ul style="list-style-type: none"> • <i>Students will punctuate correctly declarative, exclamatory, interrogative, and imperative sentences</i> • <i>Students will use commas in a series, in a date, in a compound sentence, in the greeting and closing, direct address, and introductory phrases and clauses</i> • <i>Students will correctly apply the rules of punctuation for commas in appositives, direct address, and introductory phrases and clauses.</i> • <i>Students will correctly apply the rules of punctuation for apostrophes in possessives and plurals</i> • <i>Students will correctly apply the rules of punctuation for periods in abbreviations and acronyms</i> • <i>Students will correctly apply the rules of punctuation for semi-colons in items in a series and in correcting combined sentences</i> • <i>Students will correctly apply the rules of punctuation for colons in introducing a list and in a business letter greeting</i> • <i>Students will correctly apply the rules of punctuation for quotation marks in dialogue, titles and direct/indirect quotes</i>
	<p><i>Documentation</i></p> <ul style="list-style-type: none"> • <i>Students will document use of sources with a format acceptable to the discipline</i>
<p><i>WR-HS-4.12.00</i> <i>Publishing</i></p>	<ul style="list-style-type: none"> • <i>Share final piece with intended audience</i>
<p><i>WR-HS-4.13.00</i> <i>Reflecting</i></p>	<ul style="list-style-type: none"> • <i>Reflecting upon</i> <ul style="list-style-type: none"> - <i>Goals as a writer</i> - <i>Progress and growth as a writer</i> - <i>Who or what has influenced progress and growth</i> - <i>Approaches used when composing</i>

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